**Teaching Young Adults Mini-Lesson**

**Enduring Understandings/Unit Goals:** Students will practice and hone their linguistic code-switching skills.

**Essential Question:** When is formal language appropriate and when is informal language appropriate?

**Standards Addressed:**

10.1 The student will participate in, collaborate in, and report on small-group learning activities.

d) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.

f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

**Lesson Objective(s):**

Students will understand that language must be tailored to the specific environment through a writing exercise. Students will be able to effectively code-switch their writing and word choice by applying different elements of language to the same story.

**Materials Needed:**

-Poster board/Newsprint

**-**Markers

**-**Projector

**-**PowerPoint slide

**Technology/21st Century Learning:** A projector or smart board will be used to display a PowerPoint slide to the class. By projecting the slide, all students will be able to see the board equally.

**Teaching/Instructional Process:**

1. **Little Red Riding Hood** (15 minutes)**:** 
   1. Students will be shown a slide displaying the Little Red Riding Hood story in formal English, and then another slide in informal English or slang
   2. The class will discuss the effect the language has on the impression the story makes: Which story would you read on a test? Which would you tell a friend? Why is it important to use different versions of the story in different contexts?
   3. Students will be separated into groups by table and given a piece of poster board and markers. As a group, students will create and write a story using formal English on one side of the paper and informal English on the other.
   4. Students will present their work to the class, explaining which story would be told in which context.

**Check for Understanding/Closure:**

Through their presentations, the teacher will gauge student understanding of code switching. By reviewing when and where each story would be told at the end of the presentations, the students will be reminded of when it is appropriate to use different language.

**Independent Practice:**

In the real classroom setting, I would review the concept of formal and informal writing in the following class periods to reinforce learning. In terms of extending the idea into the real world setting, the lesson already lends itself to that frame of mind—students have to discern when formal English would be appropriate and when informal English would be appropriate. In real world settings, such as the workplace, slang or informal English is often not accepted or respected.

**Differentiated instruction:**

By pairing students into groups, I hope to encourage student success by allowing them to rely on their peers for assistance. In the case of an ELL student, and all other students who need modifications, I will be around the classroom to help with any questions or concerns. If a student requires special accommodations, such as a laptop or aid, these forms of assistance will be provided.

**Interdisciplinary Components:**

Using language appropriate to a situation is important and can be tied into nearly every subject area. In math, you need to use math terms; in art class, you need to speak using language pertinent to the field.

**Assessment/Rubrics:**

As mentioned in the closure section, student knowledge will be assessed through their presentations. The teacher will also be walking around from group to group, assessing how students work together, if they are a on task, and if they are understanding the material.

In the real classroom, I would also bring the idea of code-switch up again, most likely in a following class as a warm-up, to see if students were able to retain their knowledge of the idea.

Additional Materials:

PowerPoint Slides:



